School for International Training / World Learning Two – Year Report

ROPA Standard	2006 ROPA-R Design Team Concerns	MAT Program Response	Evidence of Work to Address Concerns
1.04 Programs assure that candidates have the opportunity to develop and demonstrate technological literacy and to use technology in instruction.	"Candidate interviews noted that Educational Technology is 'just an elective' (student quote) and does not address using technology in instruction." "There is not a system to assure (sic) that candidates learn to apply technology unique to their own endorsement area."	All licensure candidates are required to take the course, **Computer Assisted Language Learning** (CALL). It is no longer "just an elective" and the course objectives are aligned with VT standards of technological literacy for beginning level teachers. This course is taught by Associate Dean Sean Conley who has extensive teaching-with-technology experience and has been able to refine the course over several years to improve license candidate's technology competence with specific emphasis on skills most relevant to their endorsement specialization. Even when it was "just an elective", the course **did**, in fact, address technology use in instruction. In addition, our capstone course, "The Sandanona Conference" (1 graduate credit, required for the degree) requires that all MAT students make a formal, professional presentation on a topic in teaching and learning using appropriate presentation technology. An additional way that technology modeling and use is integrated into the curriculum is that each required course for licensure almost always requires students to present information on course topics using appropriate technology in a formal presentation manner. Such technology includes powerpoint slides for information, audio and video files, use of relevant weblinks, etc. Another kind of integration of technology is the modeling by MAT faculty of the use of on-line backup of every course taught. We utilize the "Moodle" on-line system to post course information, to create virtual discussion groups on course topics and to post important web links related to course content.	See attached document (1.04 A) CALL Course Description

| II. Collaboration with PK-12 Schools | "VT program approval regulations require supervision once every ten teaching days during student teaching." | **Background/Context** We have made some changes and retained some features of our supervision model to provide the best support for our candidates in the student teaching phase and to address the ROPA standard. It must be stated up front that the distance our supervisors have to travel to make visits is extraordinary

Our supervision model in the MAT program has historically been based on **three** lengthy and in-depth visits to a student teacher's classroom for their entire teaching day. This visit frequency has applied to the cohort of MAT in ESOL candidates who are not seeking licensure (roughly 70% of the students in the program) as well as to licensure candidates.

Our teaching and supervision workloads have been built on this metric since the inception of the MAT program almost 40 years ago and as such, work assignments by the Dean of the Program have assumed this model in order to create a workload that is manageable for all MAT teachers assigned to supervision. As I'll explain below, the vast majority of supervision assignments in the licensure track cohort and the other cohort involve travel to distant sites that involve a full day's travel.

In the ESL certification track of our program, we have now instituted a **fourth** visit into our model as a way to respond to the standard. We have done so without any change in the remuneration structure for supervision assignments by the Dean. We have done so also while our other cohort in the MAT program maintains the three-visit standard. This reality of demanding workload is one we know is shared by colleagues in other teacher education programs in the state but I think actually highlights a structural weaknesses in our program design that corresponds to ROPA Standard VI concerning adequate funding and resources allocated to meet program approval standards. One of action steps, | See attached documents: II. A (typical Timeline of Supervision Visits |

I'll elaborate on at the end of this section will be to communicate to the Deans of SIT and MAT administrators the need to change remuneration for supervision of interns in the licensure track to reflect the additional workload that meeting the standard entails.

To continue with the narrative of our process in making changes to meet the standard, I'd like to refer to our waiver to place all student teachers with Vermont-licensed field based teachers. This reflects the reality of our particular endorsement specialty, ESL PK-12, and our geographical location in southern Vermont. In the ESL field, public school ESL programs are referred to as *"high or low incidence"* with *high* describing large numbers of English Language Learners (ELLs) among a school district's student population- usually the norm in urban districts- and *low incidence*, conversely, representing a small percentage of ELLs among the total student numbers and hence a proportionately smaller commitment by the district to the provision of ESL services.

We obviously work in the context of low-incidence ESL programs in this region of central New England thus affecting our options in providing a reliable and consistent quantity of field-based experiences for our licensure candidates in their endorsement area. As a result, we have been unable to consistently rely on cooperation from schools within Windham, Bennington and Windsor counties for willing, able, and highly qualified cooperating certified ESL teachers with sufficient numbers of ELL students. *That is not to say that we have not been succeeded in reaching out to all those programs available within the Windham Southeast District based in Brattleboro over the years and indeed have benefited from the fact that most of the certified ESL teachers in this area are graduates of our own program.*

That said, even with a full-time internship and

		practicum coordinator we must look to other connections in New England and even in New York city to place our students for internships in the fall. An example of the placements of interns this past fall gives context for the proceeding justification for our response to the frequency issue. Out of a total of 10 MAT students, we placed our interns as follows: Portland Maine – 2 – one at Portland High School and one at an elementary school ESL program Salem Massachusetts- 1 – Nathaniel Bowditch Elementary school 2nd grade- inclusion model for ESL Providence, RI- 1 Mt. Pleasant High School Newcomer ESL program Brooklyn, NY- 2 -both high school ESL placements Amherst Mass- 1- Ft. River Elementary School-inclusion classroom ESL model Cambridge, Mass. – 1- Amigos Bilingual School Northampton Mass- 1 Jackson Street Elementary School –inclusion ESL model Lowell Mass- 1 Lowell High School This list shows that two of the sites, Amherst and Northampton Mass are within an hour's driving distance from Brattleboro but the rest are at least 2 and in some cases more than 3 hours drive from SIT. With New York, where we have connections with graduates of our program to be cooperating teachers, the distance involves an overnight stay by our core faculty supervisor for each of the traditionally 3 visits. **Response** This fall, those supervisors assigned to Northampton and Amherst, made four in-person visits because of the closer proximity of these internship sites. For those more distant sites, we came up with a compromise to ease the financial and workload burden for the program and the supervising professor. We instituted a "virtual"	

		fourth visit in which interns would have to submit either a videotape of a lesson with a written reflection or an audio recording of the lesson with a transcript of a portion of the lesson. The audio option also required a written reflection on learning from reflecting on the lesson. This reflection was evaluated by the supervisor. For the in-person visits, the supervisor followed the normal procedures for each visit of our supervision model. That is: - A pre-visit conference to establish the goals of the visit and to check on how the intern is creating objectives for each lesson observed - All of the intern's classes for that day are observed/three-way meeting with cooperating teacher - A post-observation debriefing session (average of 1-2 hours) to elicit reflection on action and provide feedback ideally alongside the cooperating teacher. - A written summary by the intern of the most central points discussed in the feedback meeting - A written response by the supervisor commenting on the intern's summary of the feedback meeting and further evaluation- shared with the cooperating teacher With those supervisors working with the more distant sites, our "virtual fourth visit" procedures have yet to be codified but I can report that each supervisor required either the video or the audio with transcript and then did a fourth written evaluation along the lines of the last bullet point above in which the supervisor writes a response to the intern's analysis to close the feedback loop. Anecdotally, I can also report that almost all supervisors institute a weekly email check in with interns that keep dialog going between supervisory visits. Additionally, interns are required to write an extensive self-evaluation	

after reviewing all the written exchanges from both the supervisor and the cooperating teacher from the internship experience. Again, the supervisor writes a final evaluation of the intern after reviewing his/her internship self-evaluation.

To summarize the rationale for this addition of either an in-person or virtual fourth visit; we knew from verbal feedback from Marilyn in the spring of 2007 that we had to show some evidence of moving toward the supervision standard and we also knew that we would be challenged this year to implement a substantial change in our "workload culture" given that no change in pay would occur for increasing our number of visits for those of us assigned to supervise licensure candidates.

We also knew there was going to be no way around the realities of placing our interns in distant sites which continue to challenge our abilities to provide the best possible support for field based learning at such a distance. We have over the years, or course, shown evidence in our student portfolios of not only the value of our program's preparation for highly qualified licensure candidates in ESL but how we have done so with our long-standing model of supervision that did not meet the "every 10 day" standard for visits.

Finally, in the attached documents of evidence, you will see a timeline of how, with our mid-internship reunion conference, we provide important support for candidates and approach the standard in a different way given the distances.

Action Steps
- Write up (codify) a new 4th visit standard for supervision model with licensure candidates and communicate through our present governance structure with Deans, all MAT faculty, internship coordinator and support staff.
- Advocate for modified workload or

		remuneration structure for faculty assigned to supervise license candidates - Put on agenda above steps for current winter and spring meetings for budget and staffing implications for 08-09 staffing plan - Put changes in Internship Handbook for this year's cohort's fall internship experience.	
Standard 2.05 Collaboration with K-12 Schools Programs provide candidates with a sequence of field experiences that represent the range of grade level, content and requirements of the endorsements sought	"VT regulations require that practica/internships for the full PK-12 endorsement include field experience at both PK-6 and 7-12 levels. It's unclear how candidates seeking partial versus full endorsement are tracked to assure (sic) candidates are being recommended for licensure only in the appropriate area."	Concerning how candidates are tracked for verification of field experience in grade levels, we have several systems in place to **ensure** proper recommendation for licensure levels. First and foremost, our system of advising includes screening of the preferences of our students for one or both levels of the ESL endorsement. Our MAT Program academic calendar establishes twice- a-semester formal meetings between candidates and their faculty advisors. We place all licensure candidates with faculty who make up the ESL certification planning team, the ESL cert coordinator, the T licensure officer, etc. In this way, we ensure that they are advised properly to select the practicum and internship experiences appropriate for full PK-12 endorsement or split-level endorsement if that is their choice. In addition, our internship coordinator makes practicum and student teaching placements with the ESL certification planning team to ensure that candidates are place appropriately according to their grade-level preferences. Finally, a practicum and internship verification form is filled out and signed to confirm that each supervised field experience conforms to the grade level sought by the candidate (see attached forms)	2.05. A (Practicum Verification form) and 2.05 B. (Internship Verification Form)

Attachments/Appendices/Evidence of Work

1.04 A Computer Assisted Language Learning Course Description

Computer Assisted Language Learning I:
An Introduction to Educational Technology
Fall 2006

Instructor: Sean Conley
Office: Oak 203 Office hours: by appointment
Phone: 258-3300 Email: sean.conley@sit.edu
Goal: By the end of this course participants will be familiar with a variety of uses for technology in teaching and understand how these resources could be integrated into instruction.
Format: We will meet in the media lab to explore web resources together and to help one another gain the knowledge and skills needed to make use of these resources. Session tasks and instructions will also be posted to the class Moodle site.
Options: Because participants bring a wide variety of experience and background to the course it needs to be very flexible to ensure that everyone finds it useful for their learning. To this end students are welcome to negotiate with me an alternative independent project as a substitute for any or all of the assignments listed.
Objectives: Participants will:
- be comfortable and confident in creating a web site including basic graphics, internal and external links and multiple pages.
- have multiple strategies for exploring the web and have several starting points for finding resources on the web for themselves and their students.
- create web-based resources for students.
- create criteria for evaluating the usefulness of web-based resources and activities.
- develop some accuracy and fluency in the language of educational technology.
- have firsthand experience with technology as learners and teachers.
- articulate their beliefs about technology and language teaching
- be challenged to enrich their knowledge of and skills in the use of technology in teaching.

Assessed Assignments: In addition to participation in discussion and feedback on projects, the primary product of this course will be an on-line portfolio of your work in the form of a web site.

Each session of the course will have its own section of the Moodle site where the assignment for the session as well as any related readings or materials will be posted.

Required Readings: All readings for this course will be electronic. Links to articles will be posted along with the associated tasks for each session.

General course requirements: Participants are expected to:

- work together with the instructor and with each other to make this an effective learning experience for all.
- participate in presentations and group tasks.
- complete all assignments
- give appropriate feedback about the effectiveness of the course, their learning and their contribution to other's learning.

TENTATIVE Course Schedule: The schedule for the course and the tasks may change in response to the pace of the group or the relative challenge of the different areas we will explore. Course assignments and due dates will be posted on the BlackBoard site.

Session Topic Task/Product

1	**Course Introduction** Introduction to searching the web: engines, meta-engines, directories and advanced searches and embedding links in a Word document.	**Search the web for teaching resource sites.** Explore teaching web sites and choose: 1 site that is a resource for activities, 1 site that is a resource for audio (listening activities, audio resources, music resources), and 1 site that is a professional development resource. Create a Word document titled "Teaching Resources" that lists each of the sites with the name (highlighted as a web link) and a brief description of the site and why you chose it. Add your annotated sites to the group wiki
2	**Presentations**: Be prepared to present one of the web sites you found to the class(show us the site and highlight the attractions (2 to 5 minutes). Begin creating your own web site using Mozilla Editor. Adding graphics, pages and links to pages.	**Create a home page** that includes text, images and links to favorite web sites. Upload your resources document as a new web page and create internal links between the *home* page and the *resources* page.
3	**Presentations**: Be prepared to introduce the class to your site (2 to 5 minutes) *see previous homework*. **Introduction to WebQuests:** Experience and evaluation.	**Blog:** Write a brief description of the process you went through in doing the webquest. Consider what, if anything, you learned and how it was learned. Evaluate the value of working in a group. What additional skills were needed at the social level, if any, to accomplish the task. Consider your level of interest, motivation, involvement in the task in comparison to your individual work in the previous web page creation task. Post these thoughts as an additional page in your web site with internal links from and to the home page. For a grade of "P+" sign-up to do your Blog here: http://www.blogger.com/start and include a link from your homepage to your blog.

4	**Evaluating WebQuests** Using the WebQuest format we will examine several webquests and create criteria for evaluating these and other quests.	Working individually or in a group you will create a webquest for your peers. This will require setting an objective, identifying sites from the web, and using a webquest template to complete and upload to the web your quest.
5	**Peer WebQuests**: Try out a quest made by another person or group in class**. Make sure <u>your</u> quest is completed and posted** so that others can experience your webquest. **Catching up on Web portfolios.** We'll take some time to look at our web portfolios and make sure that it is up to date, including: • Home page • Resources Page • Link to your group's Quest product • Reflections on Quest page or link to BLOG • Your Quest page and make changes and additions as needed.	**Homework:** using some of the databases of webquests listed, find and read through at least three web quests. Add a "Quest" page to your web site that includes a link to at least one of the quests and your evaluation of it as well as internal links to and from the home page.
6	**Introduction to PowerPoint:** We will view and critique several examples of the use of PowerPoint in teaching. Create a brief slideware (e.g. PowerPoint) document that includes text and images.	**Between now and the last class, prepare a 5 to 10 minute presentation** that will be enhanced by the use of a projector and slideware. Create the slides you will need for your presentation. Be prepared to make your presentation in the following class.
7	**Software Fair** Explore some Language Teaching Software: This is an open access session in which you should come to the lab and explore	**Write a Blog entry** on your experience with courseware. If you haven't already set up a Blog site then do it now at http://www.blogger.com/start and include a link from your homepage to your blog.
8	**Slideware Presentations** (5-10 minutes) Final class evaluations. We will also take some time to read through our web sites.	Upload your slideware file (saved as a ".ppt") to your web site and create a link to it. The final step in completing your web portfolio.

II. A. *Typical Timeline of MAT ESL Certification Program Supervisory Visits with Mid-Term Retreat Built In*

Internship Starts with week of -----------1st All Day Visit------------- "Homecoming" Retreat---------2nd Visit------------3rd visit---------4th visit/"virtual" 4th visit
Observation before teaching
Sept 8   Sept 20-25   Oct. 13   Oct. 23   Nov. 10   Nov. 23- Dec. 5

Explanation/analysis:

The above "typical" schedule is both an amalgam of the fall 2007 supervisory visit experience of a group of supervisors as well as the actual visit schedule of this supervisor/writer. Because my interns were in Providence, RI and Salem, MA respectively, I conducted my 4th visit as a virtual one. That is, both interns submitted either an audio or video recording of a lesson with a transcribed portion of the lesson for in-depth analysis. I wrote a response to both interns after they had submitted their analysis. Supervisors with interns in Northampton and Amherst MA schools, conducted an actual fourth visit.

We encourage student teaching interns, whenever possible given the expectations of the internship site, to spend the first week of the school year observing the main cooperating teacher and connecting with other service providers in the school in order to understand how to access support systems for their students. As mentioned in the response grid document, our visits especially for the most distant sites in Maine, Massachusetts, Rhode Island and New York are full-day visits each time a core faculty member visits. We see all of the classes the intern teaches that day and have a feedback session of at least one hour (typically 2 hours) with the intern at the end of each visit day including the cooperating teacher whenever feasible.

The "Homecoming" Retreat is typically the second weekend of October. We bring all interns back to campus on a Saturday for internship reflection and discussion sessions from 9am- 4pm. Attached is a schedule from this past year's reunion. This is a tradition in our program that is in keeping with our emphasis on building professional learning communities and co-constructing knowledge through structured reflection and problem-solving activities.

I think the above schedule shows that we either achieve or come very close to the once-every-ten-days standard. What this schedule doesn't include is the fact that our cooperating teachers are also required to do three formal observations using a written form that is discussed with the the intern and submitted to internship coordinator at the completion of the internship.

2.05 A Practicum Verification Form

MASTER OF ARTS IN TEACHING PROGRAM
SIT GRADUATE INSTITUTE

PRACTICUM VERIFICATION FORM

Name of SIT Student _____

Name of Practicum Coordinator _____

Name of Classroom Teacher _____

School Name _____

Address _____

Phone _____ Fax _____

Dates of Practicum _____

Summary of Practicum Student's Work

Subject	Number of Students	Grade Level	Program Type (pull out, self-contained class, etc.)	Total Hours

Briefly describe the student's responsibilities during the practicum:

_____

_____

_____

_____ _____

Signature of Classroom Teacher   Date

2.05 B Internship/Student Teaching Verification Form

To be completed by Cooperating Teacher
Please return this form to: Ayako Kobayashi, MAT Internship Coordinator, School for International Training, Kipling Rd, PO Box 676, Brattleboro, Vermont 05302 - 0676
e-mail: ayako.kobayashi@sit.edu

MASTER OF ARTS IN TEACHING PROGRAM
SIT GRADUATE INSTITUTE
INTERNSHIP VERIFICATION FORM

Name of Intern _____

Name and Title of Supervisor _____

Name(s) of Cooperating Teacher(s) _____

School Name _____

Address _____

Phone _____   Fax _____

Dates of Internship _____

Summary of Intern's Work

Subject	Number of Students	Grade Level K-6/7-12/Adult	Beg./Inter./ Advanced	Total Hours

_____   _____   _____
Name and Title of Person Completing this Form   Signature   Date